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ABSTRACT

A selected annotated bibliography on literacy and basic education, including contributions from practitioners in the worldwide non-formal education network and compiled for them, has three interrelated themes: integration of literacy programs with broader development efforts; the learner-centered or "psycho-social" approach to literacy, often with socio-economic change as an ultimate goal; and community-based initiatives for literacy programs, stressing learner participation in developing materials, teaching peers, and evaluating the program and individual progress. Documents dating between 1963 and 1980, with most entries from 1975 to 1980, are classified into 9 general areas: Approaches and Methods (20 entries); Planning, Curriculum Development, and Training (14); Instructional Aids, Materials, and Technologies (13); Post-Literacy (7); Evaluation of Programs: Lessons and Policy Implications (11); Key Issues and Research Findings (14); Literacy and Development (18); Regional Issues, subdivided into Africa (6), Asia (5), and Latin America (3); and Journals and Newsletters, Bibliographies, and Directories (12). A 10th section lists 19 recent acquisitions, without annotations. The staff of the Non-Formal Education Information Center between 1976 and 1981 is listed. (MH)

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ANNOTATED BIBLIOGRAPHY #3

# Literacy and Basic Education:

# A Selected, Annotated Bibliography

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*ANNOTATED BIBLIOGRAPHY #3*

# Literacy and Basic Education:

# A Selected, Annotated Bibliography

Prepared by
the Staff of the
Non-Formal Education Information Center

1981

NON-FORMAL EDUCATION INFORMATION CENTER

Institute for International Studies in Education
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# FOREWORD

Through its series of Annotated Bibliographies, the Non-Formal Education Information Center seeks to facilitate the sharing of materials among those actively engaged in non-formal education for development. The field of non-formal education is being built not only by a diverse transnational network of researchers and practitioners, but also by persons who are themselves the beneficiaries of non-formal education. For this reason, relevant literature is burgeoning from a variety of sources, often eluding those most eager to access it.

This annotated bibliography on literacy and basic education is compiled from the resource collection of the Non-Formal Education Information Center. It is the third in our series of annotated bibliographies. Other bibliographies in the series include:

No. 1. Women in Development

No. 2. Non-Formal Education and Health

The reader of our bibliography series will notice that some publications and resources are annotated in more than one bibliography. This reflects the topical complexity of the field of non-formal education as well as the extent to which subareas of the field have become integrated to deal with the issues and problems confronted.

The materials included in this bibliography have been brought to out attention by persons in the worldwide NFE network, thus giving a sense of the ways in which many are addressing this key area. Special concerns reflected in the literature on literacy and basic education include popular participation in project definition and

the practical application of newly gained skills and knowledge. Because of the "fugitive" nature of many of the materials, we have included full information on document sources to assist readers in acquiring items of interest.

Though many staff have played significant parts in compiling this bibliography, special acknowledgement is due to Niloufer Abeysuriya and Lela Vandenberg. In recognition of others who have contributed annotations to this publication, the last page lists individuals who have served on the Center staff between 1976 and 1981.

We invite new materials on this topic and welcome comments and suggestions from those interested in the work of the Center.

Joan M. Claffey
Director
Non-Formal Education Information Center

*This series of Annotated Bibliographies is published by the Non-Formal Education Information Center in cooperation with the Agency for International Development, Development Support Bureau, Office of Education.*

## INTRODUCTION

The United Nations reports that despite the efforts of recent decades more than one of every three adults (800 million people of whom sixty percent are women) cannot read or write. This annotated bibliography brings together recent literature that expands and updates Issue No. 17, 1980, of The NFE Exchange on "Literacy and Development." The focus is on experiences and issues deriving from NFE programs designed to enable more people to become literate and to acquire basic skills.

Three interrelated themes emerge from the nine general areas covered by the present bibliography. A recurrent emphasis is on the integration of literacy programs with broader development efforts. Functional literacy, for example, focuses on skill acquisition in a wide variety of areas to prepare learners for employment as well as to enable them to improve the quality of their lives and current work.

A second theme is that of the learner-centered or "psycho-social" approach to literacy. This orientation allows learners to analyze their environment (often using methods that include key words and codified pictures), identify problems, and make decisions. Socio-economic change is often the ultimate goal of such an approach.

A third theme is related to the second, that of community-based initiatives for literacy programs. It stresses learner participation in developing materials, teaching peers, and evaluating the program and individual progress.

The bibliography is organized in a progressive sequence from approaches, planning, and practical teaching aids to evaluation, key issues, and implications for development. While many of the documents deal with more than one of these subsections, the attempt has been made to classify each according to its salient emphasis. The following explains the classification system used.

1.0 Approaches and Methods. Contains annotations of documents covering a number of approaches to literacy instruction -- psycho-social, functional, Laubach, learner-centered, programmed -- as well as methods for implementation. Special emphasis is given to participatory methods based on learner discussion of the socio-cultural situation and the use of key words and sentences.

2.0 Planning, Curriculum Development, and Training. Covers the preliminary phases of developing a literacy and basic education program after the approach and methods have been decided. Training of indigenous volunteer teachers receives some attention.

3.0 Instructional Aids, Materials, and Technologies. Covers such topics as visual literacy and the use of pictures and photographs; preparation of easy-to-read materials; the use of popular theater, games, and simulations; and the role of radio and television.

4.0 Post-Literacy. Includes references dealing with the problem of ensuring that the newly literate have occasion to use and maintain their new skills.

5.0 Evaluation of Programs: Lessons and Policy Implications. Lists the evaluation reports and findings of specific programs and attempts to operationalize some of the approaches and methods covered in the previous sections. Reference is also made to the methodologies of evaluation.

6.0 Key Issues and Research Findings. Among the issues touched upon by the documents included here are the political and social implications of literacy work, the effects of literacy training on women, and the choice of language for literacy instruction.

7.0 Literacy and Development. Includes references addressing the broad question of the role of literacy as a tool for greater popular participation in socio-economic development. In some cases, community interest has stemmed from development programs in health and other areas, pointing to the advantage of integrating literacy with other development efforts.

The last three sections are self-explanatory. 8.0 Regional Issues includes references specific to Africa, Asia, and Latin America. 9.0 Journals and Newsletters, Bibliographies, and Directories provides a listing of such publications dealing primarily or to a large extent with literacy and basic education. 10.0 Recent Acquisitions lists alphabetically documents received at the NFE Center as this bibliography was already in the final stages of preparation for publication.

Thanks to the continuing contributions of participants in the NFE network, the present compilation is daily being outdated. Nonetheless, this bibliography offers a picture of current efforts worldwide in literacy and basic education.

-- Lela L. Vandenberg

## 1.0 APPROACHES AND METHODS

Adhikary, Poorna Kanta. A Manual for Coordinators of Adult Literacy Classes -- Unit 1. 1977. Bu-Ali Sina University, Education Cluster, Hamadan, Iran.

Discusses ways in which codification pictures can serve as aids for literacy instruction. Using "water" as an example of a key word, the author demonstrates how psycho-social methodology helps learners analyze their environment. Includes a list of objectives, background information on water, suggested discussion questions, and steps for teaching reading and writing. 12 pp.

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Ashton-Warner, Sylvia. Teacher. 1963. Bantam Books, 666 Fifth Avenue, New York, New York 10019, USA.

Describes the author's experiences in teaching Maori children in New Zealand. Her method of teaching students how to read and write, which has been widely used with adults, is based on developing a key vocabulary that has meaning and relevance to the learner's life. 191 pp.

**********

Bangladesh Rural Advancement Committee (BRAC). Development of Innovative Methodologies in Functional Education for Bangladesh. 1976. BRAC, 3 New Circular Road, Maghbazar, Dacca 17, Bangladesh.

Describes the evolution of a functional-literacy project in the Sulla region of Sylhet District, Bangladesh. Specific objectives of the pilot project were to find ways to maintain literacy students' interest and participation, increase literacy skills, and change attitudes towards family-planning, health, and agricultural practices. Weekly classes focused on problems and issues raised by the learners. 11 pp.

**********

Elwert, George. "Adult Literacy: A Case Study of a Peasant-Organized Experiment with the 'Key-Sentence' Method in Benin (Dahomey)." Adult Education and Development. March 1977. Department for Adult Education in Developing Countries, Deutscher Volkshochschul-Verband, 5300 Bonn-Bad Godesberg, Heerstrasse 100, Federal Republic of Germany.

Reports on a peasant-organized project which integrated participatory literacy-teaching methods with the traditional learning system in a village in Benin. The author concludes that peasant-organized education is possible only in an environment in which the ideology and social structure support self-reliance. pp. 4-6.

**********

Fundacao Movimento Brasileiro de Alfabetizacao (MOBRAL). The Mobral System. 1973. MOBRAL, Fundacao Mobral, CETEP/Sector de Documentacao, Ladeira do Ascurra, 115-B, Cosme Velho, Rio de Janeiro-GB, Brazil.

Describes the many activities undertaken by MOBRAL, the Brazilian Literacy Movement. Funded by government and private sources, MOBRAL seeks to eliminate illiteracy and foster the permanent education of adults so that they may be agents in and beneficiaries of the development process. 35 pp. (Other documents published by MOBRAL include: Analise do Nivel Operatorio do Adulto Analfabeto, 1975; Mobral-Seminario Interamericano de Educacion de Adultos: Documento Final, 1973; and Mobral's Strategy for Adult Education in Brazil, 1974.)

**********

Haramati, Shlomo. Literacy Education: From Theory to Practice. 1973. Mount Carmel International Training Centre for Community Services (MCTC), 12 David Pinski Street, Haifa, Israel.

Describes the general characteristics of illiterate students and discusses methods for teaching adults to read and write. The discussion is based on conclusions drawn from literacy programs in Israel and should be of particular interest to those who work in multilingual situations. 217 pp.

**********

Hesser, Florence E. Village Literacy Programming in Pakistan: A Comparative ABE Study with Guidelines. 1978. Centre for Continuing Education, The University of British Colombia, Vancouver, British Columbia, Canada.

Using a framework developed by adult educator Cyril Houle, analyzes ten years of literacy efforts in a rural area of Pakistan. Compares this analysis with three widely used approaches to literacy: the Laubach tutorial approach, Freire's psycho-social approach, and the functional literacy approach. Concludes with valuable guidelines for planning literacy programs in developing countries. 207 pp.

**********

Homayounpour, Parviz. The Experimental Functional Literacy Project for the Social and Economic Promotion of Rural Women. 1977. National Centre for Adult Education and Training, No. 101/1 Vessal-E. Shirazi Ave., P.O. Box 314/1602, Tehran, Iran.

Discusses the activities, theoretical orientation and techniques of a literacy program carried out by the Functional Literacy and Training Group since 1973. Of special interest are the sections on learner participation and evaluation of functional-literacy methods. 116 pp.

**********

Hoxeng, James. Let Jorge Do It: An Approach to Rural Non-Formal Education. 1973. Center for International Education, University of Massachusetts, 285 Hills House South, Amherst, Massachusetts 01003, USA.

A comprehensive discussion of the philosophy and activities of the Non-Formal Education Project in Ecuador. Includes descriptions of games and simulations developed to involve participants in their own learning. Also discusses the project's use of radio and its training programs for facilitators. 221 pp.

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Indonesia, Unit Sumber Dan Pendayagunaan Inovasi. Picture, Word and Lettercard and What Is a "Non-Primer Methodology"? USPA, BPKB, Jayagirl Lembang, Bandung, West Java, Indonesia.

Two booklets discuss the "Picture, Word, and Letter" method of teaching literacy that was developed for use in Indonesia.

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Iran, National Committee for World Literacy Programme. Basic Literacy Programme: Concept and Approach. 1977. Iranian National Center for Adult Education and Training, No. 101/1 Vessal-E. Shirazi Ave., P.O. Box 314/1602, Tehran, Iran.

A collection of four essays on the theoretical foundations of and approaches to functional literacy programs. Titles include: "A New Attitude Towards Functional Literacy," "Application of the Systems Approach in Functional Literacy Programmes," "Principles of Teaching Reading and Writing Skills in Basic Functional Literacy Programmes," and "Principles of Teaching Basic Mathematics Skills in Literacy Programmes." 46 pp.

**********

Keweloh, W. Functional Literacy Teaching: A Guide for Literacy Teachers in Africa. 1977. German Adult Education Association, Africa Bureau, 36 Patrice Lumumba Road, P.O. Box 9293, Accra, Ghana.

A useful theoretical and practical guide for literacy teachers. Essays discuss the role of language in education and its implications for functional-literacy instruction. Also includes brief summaries of the different approaches to literacy instruction (e.g., synthetic, global, Freirean, Ashton-Warner, fluency games), a discussion of the post-literacy phase, and practical steps that fieldworkers can take to promote literacy work. 92 pp.

**********

Kinsey, David C. and John W. Bing (eds.). Nonformal Education in Ghana: A Project Report. 1978. Center for International Education, University of Massachusetts, 285 Hills House South, Amherst, Massachusetts 01003, USA.

Describes and analyzes a number of educational activities that occurred as the result of the 1976-77 collaboration between the Center for International Education at the University of Massachusetts, the Institute of Adult Education at the University of Ghana (Legon), and the People's Education Association (PEA) in Ghana. Chapter 5, "Assistance in Adult Literacy," describes the learner-centered approach to literacy instruction as it was used in the Village Facilitator PEA Branch Model. 203 pp.

**********

Matheikal, J.T. A New Way to Solve an Old Problem: An Experiment in Adult Literacy. 1978. Available from Xavier Institute of Social Services, Post Box 9, Purulia Road, Ranchi 834 001, India.

Describes the psycho-social approach to literacy instruction as it is used in a literacy project in India. After five weeks of daily one-hour sessions, participants were able to read a Hindi newspaper and write two or three paragraphs. The author notes that participation in the project was also a learning experience for those who served as instructors. Includes a discussion of the characteristics of the Freirean key-word methodology. 5 pp.

**********

Norman, Angela. "Pedagogy of the Oppressed: A Methodology of Adult Literacy or a Philosophy of Development?" Reading Rural Development Communications Bulletin. October 1977 and June 1978. Agricultural Extension and Rural Development Centre, University of Reading, London Road, Reading RG1 5AQ, England, UK.

A series of two articles on the ideas and work of Paulo Freire in the fields of adult literacy, non-formal education, and community development. Part I (October 1977) provides an historical overview of Freire's work, summarizes key concepts, and gives a detailed description of his literacy methodology. Part II (June 1978) examines some of the philosophical aspects of Freire's work and the problems encountered in implementing his theories. (Also of interest in the October issue is a case study from Tanzania which illustrates how Freirean techniques to encourage village dialogue led to improved food storage.)

**********

Oxenham, John. Non-Formal Approaches to Teaching Literacy. 1975. Available from the Non-Formal Education Information Center, Institute for International Studies in Education, Michigan State University, 513 Erickson Hall, East Lansing, Michigan 48824, USA.

An overview of program experience in adult-literacy instruction. The author reviews the characteristics of adult learners and presents a short recipe for a successful literacy program. He notes, however, that while such a recipe may be useful for planning, it avoids the fundamental question of whether literacy instruction is a valid or desirable component of non-formal education. He discusses this issue and concludes that, for the most part, literacy instruction is simply not viable on its own. It must always be part of a package. 16 pp.

**********

Singh, Sohan. Learning to Read and Reading to Learn: An Approach to a System of Literacy Instruction. 1976. English edition available from International Institute for Adult Literacy Methods, P.O. Box 1555, Tehran, Iran; or Hulton Educational Publications Ltd., Raans Road, Amersham, Buckinghamshire, England HP6 6JJ, UK. Spanish edition: Oficina de Educacion Iberamericana, Ciudad Universitaria, Madrid 3, Spain. Arabic edition: Arab Literacy and Adult Education Organization (ARLO), P.O. Box 3217, Al Sadoon Street, 113 Abu Nawwas Street, Baghdad, Iraq. French edition: Conseil Regional pour l'Education et l'Alphabetisation des Adultes en Afrique (CREAA), Ministere des Affaires Sociales, B.P. 1247, Lome, Togo.

Suggests an approach to literacy teaching that strikes a balance between the need to direct and the need to motivate in the teaching of reading to adults. The monograph proposes a systematic methodological approach to literacy instruction and demonstrates how a particular methodological orientation was operationalized into a system of instruction. 116 pp.

**********

Thiagarajan, Sivasailam. Programmed Instruction for Literacy Workers. 1976. English edition available from International Institute for Adult Literacy Methods, P.O. Box 1555, Tehran, Iran; or Hulton Educational Publications Ltd., Raans Road, Amersham, Buckinghamshire, England HP6 6JJ, UK. Spanish edition: Oficina de Educacion Iberamericana, Ciudad Universitaria, Madrid 3, Spain. Arabic edition: Arab Literacy and Adult Education Organization (ARLO), P.O. Box 3217, Al Sadoon Street, 113 Abu Nawwas Street, Baghdad, Iraq. French edition: Conseil Regional pour l'Education et l'Alphabetisation des Adultes en Afrique (CREAA), Ministere des Affaires Sociales, B.P. 1247, Lome, Togo.

Views programmed-instruction as both an approach to teaching and a self-instructional package for independent and group learning. In context, programmed instruction may be used for the in-service training of literacy teachers and in staff development of those working in literacy projects. The monograph provides guidelines for assessing target learners, selecting program content and skills, developing and testing learning materials, and preparing programmed tutoring materials and games. 136 pp.

**********

Srinivasan, Lyra. Perspectives on Nonformal Adult Learning. 1977. World Education, Inc., 251 Park Avenue South, New York, New York 10010, USA.

Reviews recent influences on adult learning theory and discusses their relevance for non-formal education. The monograph describes several NFE techniques and analyzes three different approaches to adult learning by drawing on World Education's experiences in working with a variety of NFE programs. The Functional Literacy/Family Life Planning Program of Thailand is cited as an example of the problem-centered approach to non-formal education. The program, which is based on the Thai concept of "khit-pen," focuses on immediate problems in the learner's daily life. An experimental functional-education project in Turkey and US experiences in using the Apperception-Interaction Method (AIM) are described as examples of projective approaches to non-formal education. These projects sought to help learners develop new insights into their problems by analyzing the behavior of characters in stories and dramatic presentations. A third approach, self-actualizing education, was used in training workshops for facilitators in the Philippine Rural Reconstruction Movement. Seen as a means to encourage and develop the full potential of learners, this approach focuses on learner-generated materials and peer learning. Included in the appendices are examples of specific exercises for training NFE workers. 122 pp. (Spanish edition, Perspectives acerca del Aprendizaje No Formal del Adulto, is also available.)

**********

World Education Reports. No. 20, November 1979. World Education, Inc., 251 Park Avenue South, New York, New York 10010, USA.

This issue focuses on the adult learner in non-formal education programs. Noreen Clark discusses her philosophy about the role of materials in non-formal education and describes the way the learning process has worked in a Philippine village that is participating in a new demonstration project. Working in cooperation with Tototo House Industries in Kenya and the Philippines Rural Reconstruction Movement in the Philippines, World Education is testing a process of education that actively involves the learner in making decisions and in taking responsibility for bringing about change. Other articles describe a variety of experiences in creating materials for adults who do not read or write. (World Education Reports frequently includes articles of interest to literacy workers.)

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## 2.0 PLANNING, CURRICULUM DEVELOPMENT, AND TRAINING

The previous numbered page in the original document was blank.

"Animators in the National Adult Education Programme." Deeds Dialogue. No. 3, November 1978. Development Education Service, Plot No. 3835, E. Block, Anna Nagar, Madras 600 040, India.

Discusses the characteristics of successful literacy workers in light of the changing goals of literacy programs, particularly those that are concerned with consciousness-raising and developing participants' ability to intervene and participate in socio-economic change. The article suggests that even though programs may adopt these goals, literacy teachers are often selected according to criteria that are not only different from the goals of a program but are even diametrically opposed to them. Thus, while schoolteachers, university students, and the educated unemployed are likely candidates to serve as literacy workers, they may have attitudes and values that alienate them from illiterates. The article concludes that what is needed are not people who are highly educated but those who are highly motivated and trained in the "specialized arts" of working with adult learners and awareness-building. This training, however, cannot be conducted solely through pre-service seminars. Animators need regular in-service training and guidance in a manner that represents a model of the methods they are expected to use. The emphasis must not be on quantity but on depth. Even if this means that fewer illiterates will be reached, literacy programs can be effective if those few are brought to a real awareness of themselves and are enabled to act for social change. pp. 6-12.

**********

Bhola, H.S. Curriculum Development for Functional Literacy and Nonformal Education Programs. 1979. International Education, Indiana University, Bloomington, Indiana 47401, USA.

Monograph insists on placing the contents, clientele and delivery systems of curricula within the larger framework of national development and on the need to make objectives and strategies congruent with indigenous cultures. Presents in detail a model of curriculum development in the context of non-formal education, clarifying program objectives, methods and materials of instruction, training of animators, possible inhibitions of clients, and feedback mechanisms. Summarizes the operational rationale of literacy projects ongoing in certain Third World countries, which illustrates the potential of literacy programs to operate within a wide range of political systems and social settings and to cater to different client groups. 277 pp.

**********

Bracco, Beatriz. "Self-Reliance in Colombia: The Work of the Matia Mulumba Institute." Ideas and Action. No. 114, 1977/1. Freedom from Hunger Campaign/Action for Development, Food and Agriculture Organization (FAO), Via delle Terme di Caracalla, 00100 Rome, Italy.

Describes the work of the Matia Mulumba Institute in Colombia. Families from different communities spend three months at a learning village operated by the Institute, before returning to their villages where they help to form literacy classes, income-generating activities, health services, and other communal enterprises. pp. 11-14.

**********

Brown, Gary (ed.). International Seminar on Literacy Campaigns in the Context of Development: Final Report. 1980. German Foundation for International Development, Simrockstrasse 1, 5300 Bonn, Federal Republic of Germany.

Reviews the proceedings of an international seminar organized to provide literacy planners and administrators with an opportunity to consider literacy training through mass campaigns. 40 pp.

**********

Cabacungan, Damaso and Levi P. Verora. "Volunteer Literacy Teachers." Rural Reconstruction Review. January 1979. International Institute of Rural Reconstruction (IIRR), Silang, Cavite, Philippines D-2720.

Discusses the results of an IIRR program that used indigenous volunteer literacy teachers. The authors outline the process used to enlist and train volunteer teachers and to involve local governments in adult literacy education. pp. 12-18.

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Kahler, David (ed.). International Seminar on Curriculum Development for Basic Education Programmes. 1978. Deutsche Stiftung fur Internationaler Entwicklung (German Foundation for International Development), 5300 Bonn 1, Simrockstrasse 1, Federal Republic of Germany.

Final report of a seminar sponsored by the German Foundation for International Development and the International Institute for Adult Literacy Methods. Held in the Federal Republic of Germany, 19-31 June 1978, the seminar focused on developing training materials for basic-education programs. Working group reports discuss issues related to assessing needs, developing teaching-learning materials, organizing the curriculum-development process, and evaluating this process and its products. Includes brief descriptions of functional-literacy projects in Brazil, Burma, Colombia, India, Iran, Kenya, Mali, Sudan, Tanzania, and Thailand. 116 pp.

**********

Kidd, Ross (ed.). Go Bala Ke Tsweletopele: Leaders' Guide. 1977. Botswana Extension College, University of Botswana and Swaziland, Private Bag 0043, Gaborone, Botswana. A useful guide which discusses general procedures for conducting an adult literacy program and includes specific instructions for planning each lesson. Readers are encouraged to adapt materials for use in other adult literacy programs. 143 pp.

**********

Kindervatter, Suzanne. Learner-Centered Training for Learner-Centered Programs: A Workshop in Materials and Curriculum Development for Nonformal Educators. 1977. Center for International Education, University of Massachusetts, 285 Hills House South, Amherst, Massachusetts 01003, USA.

Reports on a workshop for adult educators in Thailand. Learner-centered education is presented as an effective strategy for promoting self-reliance and the concept of "khit-pen." The literal translation of the term "khit-pen" is "to think, to be" or "to be able to think." (Since 1974, the concept, which is based on aspects of Buddhist philosophy, has been used to describe the goals of Thailand's adult education program.) The workshop used this approach to bring out the problems and experiences of the participants and to expose them to new learning processes and techniques. Includes examples of materials used in the workshop, which focused on vocational and family-life education. 68 pp.

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Kozol, Jonathan. "A New Look at the Literacy Campaign in Cuba." Harvard Educational Review, Vol. 48, No. 3, August 1978. Harvard Educational Review, Longfellow Hall, 13 Appian Way, Cambridge, Massachusetts 02138, USA.

A detailed account of Cuba's mass literacy campaign. The author first discusses some of the logistical and pedagogical difficulties faced by this campaign which reached more than 700,000 people from April to December 1961. He then describes the recruitment and training of volunteer teachers and the development of politically oriented instructional methods. The article is based on the author's personal interviews in Cuba and on publications not generally available in the United States. Included are statements by two young members of the campaign forces. pp. 341-377.

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Surjadi, A., Zaini Mahmoed, and U. Sihombing. Developmental Workshop to Formulate an Integrated Research and Development Project Proposal to Increase the Effectiveness and Efficiency of NFE Literacy Programmes. Bangkok, 28 August - 1 September 1978. (SNEP/SW-4.) n.d. Available from the Non-Formal Education Information Center, Institute for International Studies in Education, College of Education, Michigan State University, 513 Erickson Hall, East Lansing, Michigan 48824, USA.

Drawing on the authors' experiences in their home country of Indonesia, this paper for a 1978 Southeast Asian/Pacific Area inter-regional workshop in Bangkok elucidates causes of failure for literacy programs in general. It proceeds to state objectives of a research project on an NFE literacy program, the clientele, plan of activities, and ways of communication and coordination among member countries. 15 pp.

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Thomas, Frederick J. and Allan K. Kondo. Towards Scientific Literacy: A Core Curriculum for Adult Learners and Literacy Teachers. 1978. English edition available from International Institute for Adult Literacy Methods, P.O. Box 1555, Tehran, Iran; or Hulton Educational Publications Ltd., Raans Road, Amersham, Buckinghamshire, England HP6 6JJ, UK. Spanish edition: Oficina de Educacion Iberamericana, Ciudad Universitaria, Madrid 3, Spain. Arabic edition: Arab Literacy and Adult Education Organization (ARLO), P.O. Box 3217, Al Sadoon Street, 113 Abu Nawwas Street, Baghdad, Iraq. French edition: Conseil Regional pour l'Education et l'Alphabetisation des Adultes en Afrique (CREAA), Ministere des Affaires Sociales, B.P. 1247, Lome, Togo.

Suggests a core curriculum of scientific ideas that the authors feel should become a part of the common culture of all people. The authors present ideas describing and explaining the human environment, people and their roles as producers of food and goods, and the technological environment in which learning takes place. Included are core studies of the teaching of science in functional-literacy programs in India and Iran. 96 pp.

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Unesco. Planning of Literacy Programs. BELW/80/D/261-100. 1980. Unesco Regional Office for Education in Asia and Oceania, C.P.O. Box 1425, Bangkok, Thailand.

States general literacy objectives formulated through consensus by 13 Asian nations at a regional expert meeting in Bangkok, 1977. Outlines alternative models of literacy planning and implementation which would make attainment of these objectives possible. Clarifies the critical dimensions of the proposed programs and discusses problematic issues likely to be encountered. 41 pp.

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Unesco. Practical Guide to Functional Literacy: A Method of Training for Development and Training of Functional Literacy Personnel: A Practical Guide. 1973. Experimental World Literacy Programme, Unesco, 7 Place de Fontenoy, 75700 Paris, France.

Two manuals for persons working with functional-literacy programs. The Practical Guide to Functional Literacy: A Method of Training for Development offers guidelines for identifying and applying pedagogical strategies that are adapted to specific aims of the Experimental World Literacy Program. Training of Functional Literacy Personnel: A Practical Guide is a more generalized discussion of issues involved in organizing for educational action, training cadres for educational operations, and recruiting and training instructors. (Also available in French and Spanish.)

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World Scout Bureau. Scouting and Literacy. Part 1: Understanding Literacy; Part 2: Organizing a Literacy Program; Part 3: Designing Literacy Materials; and Part 4: Training Exercises in Literacy for Scout Leaders. 1980. World Scout Bureau, C.P. 78, 1211 Geneva 4, Switzerland.

These four companion publications help to guide scouts into becoming designers, organizers, coordinators, and instructors of literacy programs. Novel ways and means of promoting literacy are suggested. 19 pp., 22 pp., 25 pp., and 9 pp., respectively.

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## 3.0 INSTRUCTIONAL AIDS, MATERIALS, AND TECHNOLOGIES

Burke, Richard C. The Use of Radio in Adult Literacy Education. 1976. English edition available from International Institute for Adult Literacy Methods, P.O. Box 1555, Tehran, Iran; or Hulton Educational Publications Ltd., Raans Road, Amersham, Buckinghamshire, England HP6 6JJ, UK. Spanish edition: Oficina de Educacion Iberamericana, Ciudad Universitaria, Madrid 3, Spain. Arabic edition: Arab Literacy and Adult Education Organization (ARLO), P.O. Box 32./, Al Sadoon Street, 113 Abu Nawwas Street, Baghdad, Iraq. French edition: Conseil Regional pour l'Education et l'Alphabetisation des Adultes en Afrique (CREAA), Ministere des Affaires Sociales, B.P. 1247, Lome, Togo.

Describes the characteristics of radio broadcasting that recommend it as an integral part of any effort to provide literacy and fundamental education to a wide variety of audiences. Special emphasis is placed upon the active role that field workers can play in radio-based literacy programs. 116 pp.

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Cain, Bonnie J. and John P. Comings. The Participatory Process: Producing Photo-Literature. 1977. Center for International Education, University of Massachusetts, 285 Hills House South, Amherst, Massachusetts 01003, USA.

A practical guide that offers suggestions on how to use the development of photo-literature to promote participation. After discussing the rationale for learner involvement in producing materials, the authors present step-by-step guidelines for producing a fotonovela. The manual was developed as a result of the authors' experience in working with organizations in the United States (the New England Farm Workers Council and the New York State Department of Public Health) and an organization in Ghana (the People's Educational Association). 40 pp.

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Carlson, Edwin. "Publishing for Newly Literates in Pakistan." WACC Journal. Vol. 25, No. 3, 1978. World Association for Christian Communication, 122 King's Road, London SW3 4TR, England, UK.

Describes experiences of the Nirali Kitaben Publishing House in preparing materials for learners in adult literacy classes. The author outlines different stages in reading and offers suggestions for developing materials that are appropriate in style, vocabulary, content, and illustrations. He maintains that adults who rapidly become new readers are unique and therefore need unique publications. Preparing appropriate materials requires ingenuity and tact on the part of publishers, who must both respect the feelings of adult learners and help to develop their self-confidence. For example, materials could be designed to look like "real books" that would interest an adult rather than like children's primers. pp. 18-22.

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Evans, David R. Games and Simulations in Literacy Training. 1979. English edition available from International Institute for Adult Literacy Methods, P.O. Box 1555, Tehran, Iran; or Hulton Educational Publications Ltd., Raans Road, Amersham, Buckinghamshire, England HP6 6JJ, UK. Spanish edition: Oficina de Educacion Iberamericana, Ciudad Universitaria, Madrid 3, Spain. Arabic edition: Arab Literacy and Adult Education Organization (ARLO), P.O. Box 3217, Al Sadoon Street, 113 Abu Nawwas Street, Baghdad, Iraq. French edition: Conseil Regional pour l'Education et l'Alphabetisation des Adultes en Afrique (CREAA), Ministere des Affaires Sociales, B.P. 1247, Lome, Togo.

Monograph on instructional technologies that can be used to facilitate learning and promote active participation of learners in the process. In addition to discussing the rationale for using games and simulations, the author presents examples for practicing literacy and numeracy skills. 136 pp.

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Fuglesang, Andreas. "Perception and Pictorial Illiteracy." In Applied Communication in Developing Countries: Ideas and Observation. 1973. The Dag Hammarskjold Foundation, Ovre Slottsgatan 2, S-752 20 Uppsala, Sweden.

This section in the author's book on "Applied Communication" discusses visual literacy and the mechanism of perceptual comprehension. Illustrates the adaptations necessary when using visual aids with illiterate persons. pp. 62-86.

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International Institute for Adult Literacy Methods (IIALM). Publishers of Easy-to-Read Materials -- A Survey. 1977. IIALM, P.O. Box 1555, Tehran, Iran.

Reports on the results of an international survey of organizations involved in producing and disseminating materials designed for those newly literate and others with limited literacy skills. Included is information on respondents' names, addresses, target audiences, types and languages of publications, and methods of distribution. 147 pp.

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International Institute for Adult Literacy Methods (IIALM). Radio and TV in Literacy and Adult Education. 1978. IIALM, P.O. Box 1555, Tehran, Iran.

Synthesizes the findings of a review of books, papers, conference and workshop reports, and research studies on radio and television in literacy and adult education. Findings suggest that these media have been most effective in pre- and post-literacy, in recruitment and in-service training of teachers, and in community development. 350 pp.

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Iranian National Centre for Adult Education and Training (INCADET). Workshop for the Preparation of Simple Reading Materials for Adults. English translation from the original Persian by Zahra Didehban. 1977. INCADET, National Committee for World Literacy Programme, 101/1 Vessal-E. Shirazi Avenue, P.O. Box 314/1602, Tehran, Iran.

Final report of a workshop held 29 January to 8 February 1977 in Shiraz, Iran. Provincial representatives met to discuss theoretical considerations in preparing materials for new literates, the role of libraries, the importance of illustrations, and reading interests in Iran. Participants' recommendations emphasize the importance of follow-up activities and institutional support to sustain literacy efforts. 54 pp.

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Massachusetts, University of. Non-Formal Education Project in Ecuador: Technical Notes. 1972-1976. Center for International Education, University of Massachusetts, 285 Hills House South, Amherst, Massachusetts 01003, USA.

Descriptions by several authors of various aspects of a four-year joint project. Individual notes describe games and models developed to enhance self-confidence, literacy, numeracy, and community participation. Titles are: 1. The Ecuador Project; 2. Conscientizacao and Simulation Games; 3. Hacienda (game); 4. Mercado (games); 5. Ashton-Warner Literacy Method; 6. Letter Dice; 7. Bingo (game); 8. Math Fluency Games; 9. Letter Fluency Games; 10. Tabacundo (tape recorder project); 11. Facilitator Model; 12. Theater and Puppets; 13. Fotonovela. Of varying lengths from 15 to 51 pp.

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McBean, George. Illustrations for the Third World. 1979. UNICEF, P.O. Box 44145, Nairobi, Kenya.

Discusses problems encountered in developing literacy books and posters. Noting that many of the literacy materials produced in the industrialized nations are irrelevant for use by audiences in less industrialized nations, the author identifies ways in which more suitable material might be developed. Research findings from a UNICEF study in Nepal are used to illustrate the discussion about the different effects of line and tone drawings. Includes samples of "good" and "bad" drawings. 4 pp +

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"Rough Theatre Serves Literacy in Jamaica." Instructional Technology Report. No. 12, September 1975. Academy for Educational Development, 1414 22nd Street, N.W., Washington, D.C. 20037, USA.

Article discusses "Drama for Progress," a low-cost program designed to motivate pre-literate villagers to join literacy classes.

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Weakes, Daniel. The Photonovel: A Tool for Development. Program and Training Journal, Manual Series No. 4. 1976. ACTION/Peace Corps, Washington, D.C. 20525, USA.

Discusses the concept of a photonovel, a short story told through a sequence of photographs with easy-to-read captions explaining the action. Provides step-by-step guidelines for developing photonovels -- often called fotonovellas -- evaluating their effectiveness, and estimating production costs. 105 pp.

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Zimmer, Anne and Fred Zimmer. Visual Literacy in Communication: Designing for Development. 1978. English edition available from International Institute for Adult Literacy Methods, P.O. Box 1555, Tehran, Iran; or Hulton Educational Publications Ltd., Raans Road, Amersham, Buckinghamshire, England HP6 6JJ, UK. Spanish edition: Oficina de Educacion Iberamericana, Ciudad Universitaria, Madrid 3, Spain. Arabic edition: Arab Literacy and Adult Education Organization (ARLO), P.O. Box 3217, Al Sadoon Street, 113 Abu Nawwas Street, Baghdad, Iraq. French edition: Conseil Regional pour l'Education et l'Alphabetisation des Aduites en Afrique (CREAA), Ministere des Affaires Sociales, B.P. 1247, Lome, Togo.

Presents the importance of visual literacy, or the understanding and interpretation of visual communications, particularly in the context of teaching reading and writing to adults. The monograph provides guidelines for designing culturally appropriate visual materials for use in functional literacy and development communication. The document may be useful not only to the middle-level literacy worker, but also to designers of literacy materials and administrators of programs who select learning materials. Included also are many examples of visual materials. 143 pp.

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## 4.0 POST-LITERACY

Baregu, M.L.M. "Rural Libraries in Functional Literacy Campaigns in Tanzania." Rural Africana. No. 1, Spring 1978. African Studies Center, Michigan State University, East Lansing, Michigan 48824, USA.

Describes the Tanzanian government's efforts to develop a network of rural libraries so that new literates can have access to reading materials. The author discusses the program's experiences in identifying locations for the libraries, selecting appropriate books, organizing circulation procedures, and establishing discussion groups. pp. 35-44.

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Bhola, H.S. Program and Curriculum Development in the Post-Literacy Stages. 1980. The German Foundation for International Development, Simrokstrasse 1, 5300 Bonn, Federal Republic of Germany.

Recognizing the need of new literates for materials to help them retain, strengthen, and apply their newly acquired skills, this manual was prepared for use in workshops on program and curriculum development in post-literacy activities. The manual looks at the role of literacy in development, possible programs to promote literacy retention, relationships between literacy and socialization, and considerations for program and curriculum design. Also included are descriptions of post-literacy activities in Tanzania, India, and Denmark; a paper on "organizational literacy" for literacy workers; and a paper on delivery systems for community education. 231 pp.

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Dumont, Bernard. "After Literacy, Teaching: Paradoxes of Post-Literacy Work." Prospects. Vol. 9, No. 2, 1979. Unesco, 7 Place de Fontenoy, 75700 Paris, France.

Examines some of the problems faced by those who seek to implement post-literacy programs. The author discusses three different dimensions of post-literacy work (materials, environment, and participation) and identifies several paradoxes faced by practitioners. For example, he notes that the responsibility for creating an environment for literacy rests largely upon those who are not directly involved in literacy efforts. Dumont concludes that paradoxes are inseparable from post-literacy work and suggests that the quality of a given program may be determined by the number of paradoxes it has brought to light and overcome. pp. 145-158.

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Dumont, Bernard. "Post Literacy in Africa: 1976." Educafrica. Vol. 2, No. 1, June 1977. Unesco Regional Office for Education in Africa, P.O. Box 3311, Dakar, Senegal.

A detailed examination of post-literacy efforts in Mali and Tanzania. The author reviews other experiences in post-literacy and suggests topics that need to be considered if literacy action is to be reinforced. These include linguistic problems (particularly the need to provide opportunities for new literates to learn national or international languages if an indigenous language was used in literacy classes); printing and publishing problems; the question as to whether development is a prerequisite of successful literacy and post-literacy efforts; and the role of other development agencies in implementing post-literacy schemes. pp. 21-77. (Educafrica is published in English and French.)

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Dumont, Bernard, Simoni Malya, and Razanajohary (eds.). Final Report of the Meeting of Experts on Post-Literacy in Africa. Dakar, Senegal, 25-29 April 1977. BREDA/PUB/C.1. 1977. Network of Educational Innovation for Development in Africa (NEIDA) Secretariat, Unesco Regional Office for Education in Africa, P.O. Box 3311, Dakar, Senegal.

Reports on a meeting at which 20 representatives from 16 African countries and various international organizations met to discuss the current status of post-literacy activities in Africa. The goals of the meeting were to develop a concept of post-literacy; to study the aims, content, methods, planning, organization, and financing of post-literacy activities; and to make recommendations regarding these questions to Unesco and its member states. 17 pp. +

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Hein, Charles T. and Keith K. Kanyogonya (eds.). Rural Press for Village Post-Literacy Literature. Afrolit Paper No. 5. 1979. Afrolit Society, P.O. Box 72511, Nairobi, Kenya.

Reports on the Fifth Biennial Afrolit Pan-African Literacy Workshop held in Nairobi, Kenya. With reference to technological detail, discusses cheap, efficient, and effective ways of adapting printing techniques for the purposes of publishing rural newspapers. The silk screen duplicator receives special attention. Includes case studies and the operational history of rural newspapers published in Niger, Mali, and Liberia, and of the Bureau of Ghana Languages in Ghana. 96 pp.

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Pongpanich, Kiatichai. Thailand Village Newspaper Reading Centre: Non-Formal Rural Education and Political Socialization Agency in Thai Rural Society. 1974. UNICEF, 19 Phra Atit Road, P.O. Box 2-154, Bangkok, Thailand.

Discusses the ways in which the Village Newspaper Reading Centre (VNRC) program uses newspapers as a medium of mass communication for rural education in Thailand. Established in 1971 by the Adult Education Division of the Ministry of Educaton, the VNRC program enables villagers to have access to national and provincial newspapers and materials designed for use by new literates. Village committees are responsible for establishing and maintaining the centers which also serve as informal community meeting places. The author concludes that the VNRCs have helped rural people develop new ways of thinking and adopt attitudes that are conducive to national political and economic development. 21 pp.

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# 5.0 EVALUATION OF PROGRAMS: LESSONS AND POLICY IMPLICATIONS

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Ansari, N.A. "Functional Education of Out-of-School Youth and Adults." In Functional Literacy in India. Arbeitspapier 10. 1976. Deutscher Volkshochschul-Verband e.v., Heerstrasse 100, 5300 Bonn-Bad Godesberg, Federal Republic of Germany.

A thoughtful discussion of the Farmer's Training and Functional Literacy Programme in India. The author outlines the history and objectives of the program; discusses the development of learning materials and approaches used in the program; and summarizes the results of an evaluation of the program's impact in one district. He concludes with a discussion of achievements, problems, deficiencies, and reasons. pp. 14-26.

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Bhola, H.S. Evaluating Functional Literacy. 1979. English edition available from International Institute for Adult Literacy Methods, P.O. Box 1555, Tehran, Iran; or Hulton Educational Publications Ltd., Raans Road, Amersham, Buckinghamshire, England HP6 6JJ, UK. Spanish edition: Oficina de Educacion Iberamericana, Ciudad Universitaria, Madrid 3, Spain. Arabic edition: Arab Literacy and Adult Education Organization (ARLO), P.O. Box 3217, Al Sadoon Street, 113 Abu Nawwas Street, Baghdad, Iraq. French edition: Conseil Regional pour l'Education et l'Alphabetisation des Adultes en Afrique (CREAA), Ministere des Affaires Sociales, B.P. 1247, Lome, Togo.

Seeks to present a situation-specific strategy model for the operational evaluation of functional-literacy programs and projects. Addressed to the middle-level evaluation worker, this manual defines evaluation; explores various evaluation models; and describes techniques for measuring change, collecting and analyzing data, and drawing conclusions from data. 164 pp.

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Bangladesh Rural Advancement Committee (BRAC) Report on "Development of Innovative Methodologies in Functional Education for Bangladesh." January 1976. BRAC, 3 New Circular Road, Machbazar, Dacca-17, Bangladesh.

In order to maintain interest and participation, increase literacy, and encourage attitude and behavior changes in family-planning, nutrition, health, and agricultural practices, BRAC and World Education developed materials to test and evaluate an adult non-formal functional education strategy. This document describes and evaluates the innovative curriculum that resulted. 11 pp.

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Forum. "Special Edition: Literacy." Autumn 1979. Vol. 1, No. 2, Autumn 1979. Canadian University Service Organization (CUSO) G-3, 151 Slater St., Ottawa, Ontario K1P 5H5, Canada.

A collection of four articles highlighting literacy programs in Canada and Sierra Leone. "Canada's Literacy Crisis" exposes the depth of the problem and the myths surrounding it. pp. 23-24.

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Hein, Charles T. and Dennis T. Lowry (eds.). Appropriate Techniques of Evaluating Literacy Programmes. 1979. Afrolit Society, P.O. Box 72511, Nairobi, Kenya.

Presents preparatory workshop papers on appropriate evaluation techniques and steps for conducting program evaluation studies. Includes resume of Mombassa workshop on literacy programs and a model of an evaluation design implemented by seminar participants in three projects. 88 pp.

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Hoben, Susan J. The Sociolinguistic Context of Literacy Programs: A Review of Non-Formal Adult Literacy Programs in AID. AID/147-PE-70. 1980. Available from DIE Clearinghouse, Room 3912 ROB 3, Department of Education, Washington, D.C. 20202, USA.

Evaluates literacy projects sponsored by the US Agency for International Development (AID). With reference to Asia and Africa, discusses the social status and functions of certain languages in furthering education and intensifying political and cultural integration. Suggests that AID should heed relevant sociolinguistic information when formulating literacy policy. 66 pp.

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Ideas and Action. No. 105, 1975/5-6. Freedom from Hunger Campaign/Action for Development. Food and Agriculture Organization of the United Nations (FAO), Via delle Terme di Caracalla, 00100 Rome, Italy.

This special issue on rural literacy assesses some of the achievements of and lessons learned from the Experimental World Literacy Programme (EWLP). Discusses the need for literacy, the role of literacy in development, characteristics of literacy teachers, materials for new literates, literacy's potential for fostering self-reliance, teaching methods for adult learners, and the socio-economic effects of literacy. Includes a case study of the Farmer's Functional Literacy Project in India and recommendations for applying the lessons learned from the EWLP evaluation. 46 pp. (Ideas and Action is published in English, French, and Spanish.)

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Kassam, Yusuf O. Illiterate No More: The Voices of New Literates from Tanzania. 1979. Tanzania Publishing House, P.O. Box 2138 Dar es Salaam, Tanzania.

A collection of eight dialogues with new literates in Tanzania, this study represents an anthropocentric approach to evaluating literacy programs. In Part 1, the author briefly outlines the history of recent literacy efforts in Tanzania and develops a conceptual framework for using the anthropocentric approach and dialogue method in literacy evaluation. He suggests that this approach can illuminate personal and qualitative changes in the lives of the newly literate that are often missed by more quantitative evaluation instruments. The use of dialogues also permits people to participate more actively in the research process, helping to stimulate self-awareness, interest, and motivation. In Part 2, the author presents verbatim transcripts of dialogues with workers and peasants from four regions in Tanzania. Themes that were discussed include: general perceptions about being literate; status in the family, workplace, and community; economic well-being; motivation for literacy; views about education and knowledge; relationships with family members, co-workers, and friends; and practical uses of literacy skills in daily life. In Part 3, the author summarizes and analyzes the content of the dialogues to highlight some recurring perceptions and feelings. 61 pp.

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Niehoff, Richard O. and Bernard Wilder. Non-Formal Education in Ethiopia: Literacy Programs. 1974. Program of Studies in Non-Formal Education, Institute for International Studies in Education, College of Education, Michigan State University, 513 Erickson Hall, East Lansing, Michigan 48824, USA.

Briefly surveys various organizations and analyzes the nature of several literacy-related activities. 51 pp. (Copies of this out-of-print publication are available from the US Agency for International Development R and D Distribution Center, P.O. Box 353, Norfolk, Virginia 23501, USA [AID Order No. PN-AAD-962]; or the ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210, USA [ERIC Order No. 138 957]. Readers in Africa, Asia, and Latin America may request free copies from the NFE Information Center.)

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Unesco. Adult Literacy Programmes. 1977. Unesco Regional Office for Education in Asia and Oceania, C.P.O. Box 1425, Bangkok, Thailand.

Final report of a 1976 Regional Mobile Field Operational Seminar for 15 educators from 8 Asian countries. The first part of the report provides an overview of literacy programs in Asia and briefly discusses national policies; program implementation strategies; curriculum development; recruitment and training of program personnel; and recordkeeping, evaluation, feedback, and follow-up proceudres. The second part presents observations and experiences of team visits to adult education programs in India, Iran, and Thailand. The third part includes profiles of literacy and adult-education activities in Afghanistan, Bangladesh, Burma, Indonesia, and Nepal. 69 pp.

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Unesco and the United Nations Development Programme. The Experimental World Literacy Programme: A Critical Assessment. 1976. Unesco Press, 7 Place de Fontenoy, 75700 Paris, France.

A thoughtful evaluation of the Experimental World Literacy Programme (EWLP). Designed to pave the way for an eventual world literacy campaign, EWLP sought to test and demonstrate the social and economic returns of literacy. This report presents the findings of an expert group which met in 1974-75 to assess the program's impact. It includes profiles of literacy projects in 11 countries (Algeria, Ecuador, Ethiopia, Guinea, India, Iran, Madagascar, Mali, Sudan, Syria, and Tanzania), an analysis of the intentions and results of the EWLP, and recommendations for such projects in the future. 198 pp.

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## 6.0 KEY ISSUES AND RESEARCH FINDINGS

Barndt, Deborah. Education and Social Change: A Photographic Study of Peru. 1980. Kendall/Hunt Publishing Company, 2460 Kerper Boulevard, Dubuque, Iowa 52001, USA.

An in-depth case study focusing on the personal and social change experienced by illiterate rural migrant women participating in an urban literacy program in a low-income area of Lima, Peru. Five major themes are developed through a unique combination of photographs and written text. Themes include the socio-historical context and its contradictions, and the connection between the psychological experiences of the participants and the social realities they must deal with. The author also critically analyzes and compares several theories of "conscientization" in light of her study. Of particular value for development planners and researchers of participatory development programs, especially in urban areas of Latin America. 392 pp.

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Bataille, Leon (ed.) A Turning Point for Literacy: Adult Education for Development -- The Spirit and Declaration of Persepolis. 1976. Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, New York 10523, USA; or Headington Hill Hall, Oxford OX3 0BW, England, UK. (Contact the publisher for a list of other European addresses.)

Proceedings of the International Symposium for Literacy held 3-8 September 1975 in Persepolis, Iran. The papers present a range of perspectives on the values, goals, achievements, and shortcomings of literacy work since the 1965 Tehran conference launched an international campaign to eradicate illiteracy. Contributors discuss such issues as the functionality of literacy, literacy and revolution, the role of learner-centered education, literacy and industrialization, and the political implications of literacy work. 279 pp.

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Baucom, Kenneth L. The ABCs of Literacy. 1978. English edition available from International Institute for Adult Literacy Methods, P.O. Box 1555, Tehran, Iran; or Hulton Educational Publications Ltd., Raans Road, Amersham, Buckinghamshire, England HP6 6JJ, UK. Spanish edition: Oficina de Educacion Iberamericana, Ciudad Universitaria, Madrid 3, Spain. Arabic edition: Arab Literacy and Adult Education Organization (ARLO), P.O. Box 3217, Al Sadoon Street, 113 Abu Nawwas Street, Baghdad, Iraq. French edition: Conseil Regional pour l'Education et Alphabetisation des Adultes en Afrique (CREAA), Ministere des Affaires Sociales, B.P. 1247, Lome, Togo.

Deals with the implications of linguistic plurality on literacy activities, the development of written languages for literacy work, linguistic considerations in production of materials, linguistic theory contributing to the understanding of the reading process, and the relationship between literacy and the language of learning. 141 pp.

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Derryck, Vivian Lowery. The Comparative Functionality of Formal and Non-Formal Education for Women: Final Report. AID/otr-147-78-14. 1979. Office of Women in Development (PPC/WID), Agency for International Development. Department of State, Washington, D.C. 20523, USA.

A final report examining the allocation of limited educational resources and analyzing the impact of those decisions on women in developing countries. The author analyzed the past experiences of formal and non-formal education programs to determine if either form is more functional in accelerating women's integration into development activities. She makes a number of recommendations on the basis of her findings. 190 pp.

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Gillette, Arthur. Youth and Literacy: You've Got a Ticket to Ride. 1972. Unesco, 7 Place de Fontenoy, 75700 Paris, France; or United Nations Centre for Economic and Social Information, New York, New York 10017, USA.

Created to motivate young people to become involved in literacy programs as learners and teachers, the book discusses basic facts and unresolved issues about literacy and illiteracy. The author examines different points of view concerning literacy and suggests steps that practitioners can take to enhance literacy work among young people. 81 pp.

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Hall, Budd L. and J. Roby Kidd (eds.). Adult Learning: A Design for Action -- A Comprehensive International Survey. 1978. Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, New York 10523, USA; or Headington Hill Hall, Oxford OX3 OBW, England, UK. (Contact the publisher for other European addresses.)

A compilation of selected papers submitted to the International Conference on Adult Education and Development held June 1976 in Dar es Salaam, Tanzania. Contributors examine issues related to selecting appropriate research methods, choosing the language of instruction, and determining the role of popular participation in adult education. Agricultural extension, short-cycle and community colleges, mass campaigns, and distance teaching are among the specific adult-education techniques discussed. Includes case studies from Guinea-Bissau, Hungary, Indonesia, member states of the Arab League, and Vietnam. 337 pp.

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Hein, Charles T. (ed.). Literacy and Human Development. Revised edition. 1979. Afrolit Society, P.O. Box 72511, Nairobi, Kenya.

Collection of papers read at the Third Biennial Afrolit Literacy Seminar held in Lome, Togo in 1972 and at the consultation on Literacy and Human Development held in Chilema, Malawi in 1973. The papers cover the effects of literacy training on women and their families, the organization and training of literacy teachers, and the preparation of instructional materials for learners and new literates. 139 pp.

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International Council for Adult Education (ICAE) and International Development Research Centre (IDRC). The World of Literacy: Policy, Research, and Action. 1979. IDRC, P.O. Box 8500, Ottawa, Ontario K1G 3H9, Canada.

A comprehensive analysis and synthesis of research and documentation about literacy programs. Discusses educational policy, planning and administration; educational programs for women; functional literacy; participant selection and motivation; recruitment and training of literacy workers; curriculum methods and content; the cost of literacy programs; and media for creating an environment for post-literacy. Includes guidelines for decision-makers and an extensive bibliography. 128 pp.

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King, Kenneth (ed.). Literacy Research in Developing Countries. 1978. Deutsche Stiftung fur Internationale Entwicklung (German Foundation for International Development), Simrockstrasse 1, 5300 Bonn 1, Federal Republic of Germany.

A collection of research papers that analyze literacy in school and adult life. Representing a variety of approaches, the papers discuss issues such as the relationship between "policy-relevant" and fundamental research, approaches to literacy teaching, the processes involved in acquiring and maintaining literacy skills, and the relationship between literacy training and school education. The research was conducted by the various authors in Egypt, India, Kenya, Liberia, the Philippines, and Tanzania. In the introduction, the editor notes that the touchstone of most literacy analysis is motivation, and this theme is reflected in much of the writing on literacy. He examines different variants of motivation and suggests that the changing methodologies (e.g., each-one-teach-one, functional literacy, conscientization, and development-then-literacy) that have developed during the history of literacy have occurred primarily as the result of the problem of motivation -- whether at the individual or governmental/agency level. The nature of the literacy enterprise has, in turn, affected the research tradition, primarily because of the close connection between literacy action and analysis. Much of the new methodology is associated with the beginnings of the literacy process and with non-directive ways of involving participants in development. Other important areas that need to be taken into consideration include the uses and ethnography of literacy, the role of the formal school in the genesis and reproduction of illiteracy, and the implications for adults of implementing universal primary education. 187 pp.

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Koshy, T.A., Prodipto Roy, and Victor Jesudason. The Mahbubnagar Experiment: Non-Formal Education for Rural Women. 1976. Council for Social Development, 53 Lodi Estate, New Delhi 110 003, India.

Summarizes the findings of a project to promote the development of the young child by working with pregnant women and new mothers in the Mahbubnagar District of Andra Pradesh, India. From 1973-75, the project offered functional-literacy classes as part of an experiment to test the effectiveness of different combinations of health, nutritional, and educational services. 30 pp.

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New Internationalist. No. 54, August 1977. New Internationalist, Montagu House, High Street, Huntington, Cambridgeshire PE18 GEP, England, UK; or 113 Atlantic Avenue, Brooklyn, New York 11201, USA. (Contact the publisher for a list of other addresses.)

This special issue addresses the question "Education for What?" Essays examine formal education in Africa, Asia, and Latin America and discuss attempts to assure that learning is both relevant and liberating. Two articles are of particular interest to those concerned with literacy programs: "A Voice in the Silence" by Paul Hodges is a profile of Paulo Freire and his work with adults in Guinea-Bissau; "World Literacy -- Some Facts" summarizes some statistics about literates and illiterates. 32 pp.

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Prospects. "Elements for a Dossier: A Turning Point in Literacy." Vol. 6, No. 1, 1976. Unesco, 7 Place de Fontenoy, 75700 Paris, France.

A collection of thought-provoking articles on literacy. Paul Freire, Majid Rahnema, and Malcolm Adiseshiah each present their perspective on the role of literacy in human and national development. Le Thanh Khoi describes literacy efforts in the Democratic Republic of Vietnam, and Alfonso E. Lizarzaburu discusses the ALFIN national literacy program in Peru. Simoni Malya examines the development of indigenous reading materials for new literates in Tanzania while Bernard Dumont raises issues related to literacy training in national languages. Finally, John E. Fobes sketches the changes of attitude that will be required if the world community and international organizations are to adopt the new literacy options. 161 pp.

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Scribner, Sylvia and Michael Cole. "Literacy without Schooling: Testing for Intellectual Effects." Harvard Educational Review. Vol. 48, No. 4, November 1978. Harvard Educational Review, Longfellow Hall, 13 Appian Way, Cambridge, Massachusetts 02138, USA.

Questions the opinion held by many developmental psychologists that skills in reading and writing lead to overall improvement in cognitive capacity. Drawing upon observations made among the Vai of West Africa, the authors argue that different literacy activities are associated with differential intellectual outcomes. pp. 448-461.

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Tomori, S.H.O. and J.T. Okedara. A Comparative Study of the Learning of English as a Second Language by Literate and Illiterate Tobacco Farmers of Oyo North District Western State Nigeria. Arbeitspapier No. 5. 1975. Deutscher Volkshochschul-Verband, 53 Bonn-Bad Godesberg, Heerstrasse 100, Federal Republic of Germany.

Reports on an experimental study of the relationship between learning to read and write in one's mother tongue and the ability to learn a second language. The authors found that it is easier for participants to learn to read and write in a second language if they have first learned to do so in the vernacular. 29 pp.

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## 7.0 LITERACY AND DEVELOPMENT

Bonanni, Camillo. Collected Papers in Non-Formal Education: 1973-1979. 1979. Institute of Education, Rangoon, Burma.

A collection of papers that offers an overview of method, technique, and design considerations in non-formal education. Based on his experiences with literacy programs, the author examines non-formal education in the broader perspective of socio-economic development and discusses how it may help to encourage fuller participation in development. Three chapters are of particular interest: "New Paths to Training Literacy Trainers: TCDC Regional Approach," "An Experience in Curriculum Construction and Material Preparation for a Problem-Solving Farmers' Training and Functional Literacy Programme in Jaipur District, India," and "A Curriculum Scheme for Cooperative Education and Functional Literacy -- Afghanistan, 1974." 167 pp. (Also of interest is A Literacy Journey [Series No. 94, 1973]. Papers in this anthology review the author's career as a literacy teacher and highlight his methods and techniques for teaching adults. Available from the Indian Adult Education Association, 17-B, Indraprastha Marg., New Delhi 110 001, India.)

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Boschetti, Margaret. Comparative Approaches to Literacy: Generic Preliminary Examination. 1980. Non-Formal Education Information Center, Institute for International Studies in Education, College of Education, Michigan State University, 513 Erickson Hall, East Lansing, Michigan 48824, USA.

Examines, from a world perspective, the quantitative and qualitative predicament of literacy today. The different approaches to development and literacy are discussed at a micro level, in three case studies featuring the nation-specific ideological rationale and action plans of literacy programs in Cuba, Tanzania, and Thailand. 74 pp.

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Botswana Adult Education Newsletter (Thutego Ya Bagolo Mo Botswana). Vol. 1, No. 4. n.d. Botswana Extension College, Private Bag 0043, Gaborone, Botswana.

A special issue on literacy and development. Articles examine the history and future of literacy work in Botswana. Includes a reprint of the 1975 Persepolis Declaration and an account of a visit to a work-oriented literacy program in Tanzania. (Articles are in English or Setswana.)

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Botswana Extension College. Functional Literacy Pilot Project: Draft Plan. 1977. Botswana Extension College, Private Bag 0043, Gaborone, Botswana.

From summarizing the background, history, and current situation of literacy in Botswana, proceeds to give a comprehensive account of the functional literacy program in terms of objectives, basic principles, methods, materials, field organization, evaluation, and follow-up program. Of special interest is the life-oriented approach adopted, which aims at developing the total person by empowering literacy with the ability of increasing productivity, social awareness, and participation in decision-making. 54 pp.

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Chand, A. Dyal. Integration of Functional Literacy and Development Services with Health Services. 1979. Comprehensive Health and Development Project, Pachod Hospital, Pachod 431 121, District Aurangabad, Maharashira, India; or the Non-Formal Education Information Center, Institute for International Studies in Education, College of Education, Michigan State University, 513 Erickson Hall, East Lansing, Michigan 48824, USA.

Paper presented at the XXIII Annual Conference of the India Public Health Association, 28 January 1979, in Aurangabad, India. The author describes a proposal to use an existing health delivery system as a vehicle for initiating a mass adult-literacy program and socio-economic activities. The Comprehensive Health and Development Project in Pachod plans to train community health workers (semi-literate women who provide basic health care) and dais (traditional midwives) to serve as adult-literacy instructors. The content of the functional-literacy program will focus on dairy farming and other skills related to the immediate needs of participants. In addition to providing training, the project plans to obtain loans so that participants may purchase cows or start home industries. Students from Marathwada University in Aurangabad will supervise the health workers. 3 pp.

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Christian Education. Vol. 56, 3rd Quarter, September 1977. Christian Education, 17 Boulevard Road, Delhi 110 054, India.

Three articles in this special issue on non-formal education focus on literacy. "IT Centre Reaches Out to Underprivileged Women" by Tehrim Z. Dass reports on the activities of a task force of the Centre for Women's Studies and Development at Isabella Thoburn College in Luknow, India. Students on the task force started a sewing class for urban women who soon asked for literacy instruction. In a nearby rural area, an integrated program offers health, literacy, tailoring, and crafts activities. "Tin Box Libraries Contribute to Education" by Elizabeth C. Fairbanks describes a library program in Gujarat which uses tin boxes to circulate collections of books to rural areas. "Literacy House Keeps the Flame Burning" outlines the general objectives and programs of Literacy House in Luknow. The article, which is an excerpt from A Profile of Literacy House, briefly discusses the organization's activities in agricultural development, family-life education, functional-literacy training, media, research and evaluation, and library services.

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Convergence. International Council for Adult Education, P.O. Box 250, Station F, Toronto, Ontario M4Y 2L5, Canada.

A quarterly journal which addresses issues, practices, and developments in the field of adult education. The following articles relate to Tanzania's experiences in adult education and literacy: "Political Education Vis-a-Vis Adult Education in Tanzania: The Dynamics of Their Interaction" by Yusuf O. Kassam (Vol. 7, No. 4, 1974, pp. 40-49); "The Voices of New Literates from Tanzania" by Yusuf O. Kassam (Vol. 10, No. 3, 1977, pp. 10-22); "Declaration of Dar es Salaam: 'Liberated Man -- The Purpose of Development'" by Julius K. Nyerere; and "Radio and Mass Media Campaigns: Tanzania" by Paul Hurly (Vol. 9, No. 4, 1976, pp. 9-17 and pp. 79-80). In "Implementing an Educational Philosophy: Khit-pen in Thailand," Anne K. Bernard and Gregory Armstrong (Vol. 12, No. 4, 1979, pp. 17-28) examine and assess problems of implementing the khit-pen philosophy in day-to-day operations of adult education in Thailand. Two other issues (Vol. 8, No. 4, 1975, and Vol. 10, No. 1, 1977) focus specifically on literacy and development. (In English. Abstracts in French and Spanish.)

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Darcy de Oliveira, Rosiska and Miguel Darcy de Oliveira. Guinea-Bissau: Reinventing Education. Document IDAC 11/12. 1976. Institut d'Action Culturelle (IDAC), 27 Chemin de Crets, 1218 Grand Saconnex, Geneva, Switzerland.

Essays and a comic strip describe the transformation of the educational system of Guinea-Bissau since that country's independence in 1974. The authors note that literacy, which is viewed as an instrument for and requirement of social change, will have no meaning unless it is seen as a working tool in the everyday life of the people. 83 pp.

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de Almeida Cunha, Rogerio. "Illiteracy and the Development of Self-Awareness in the Thought of Paulo Freire." Ideas and Action. No. 93, 1973/6-7. Freedom from Hunger Campaign/Action for Development, Food and Agriculture Organization of the United Nations (FAO), Via delle Terme di Caracalla, 00100 Rome, Italy.

Summarizes the basic features of Freire's conscientization process. The author examines the implications of developing self-awareness and notes the importance of creating and maintaining dialogue within a society. pp. 28-33. (Ideas and Action is published in English, French, and Spanish.)

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Freire, Paulo. Pedagogy in Process: The Letters to Guinea-Bissau. 1978. The Seabury Press, 815 Second Avenue, New York, New York 10017, USA.

A collection of letters from Paulo Freire to Mario Cabral, the Commissioner of Education for Guinea-Bissau. Written in 1975 and 1976, the letters discuss important issues concerning the

reconstruction of Guinea Bissau's educational system as part of that nation's efforts to establish a new culture. 178 pp. (Other works by Paulo Freire include Pedagogy of the Oppressed [1968, Seabury Press]; Education for Critical Consciousness [1973, published in the United States by Seabury Press, published in the United Kingdom as Education: The Practice of Freedom by the Writers and Readers Publishing Cooperative, 14 Talacre Road, London NW5 3PE, England, UK]; and Cultural Action for Freedom, Monograph Series No. 1 [1970, Harvard Educational Review, Longfellow Hall, 13 Appian Way, Cambridge, Massachusetts 02138, USA.])

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Goulet, Denis. Looking at Guinea-Bissau: A New Nation's Development Strategy. Occasional Paper No. 9. 1978. Overseas Development Council, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036, USA.

A case study of Guinea-Bissau's development strategy which focuses on meeting the basic needs of the rural poor. Through innovative agricultural policies, literacy programs and other educational efforts, and health services, the government of Guinea-Bissau is committed to an equitable distribution of benefits and community involvement in decision-making. The author analyzes this approach, identifies obstacles to its success, and discusses lessons to be learned from Guinea-Bissau's development strategy. 66 pp.

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Hinzen, H. and V.H. Hundsdorfer (eds.). The Tanzanian Experience: Education for Liberation and Development. 1979. Published by Unesco Institute for Education, Feldbrunnenstrasse 58, 2000 Hamburg 13, Federal Republic of Germany and Evans Brothers Limited, Montague House, Russell Square, London WC1B 5BX, England, UK; or Evans Brothers (Nigeria Publishers) Limited, PMP 5164, Jericho Road, Ibadan, Nigeria.

A collection of papers that analyzes and describes a wide range of programs and activities contributing to educational reform in Tanzania. The volume includes an introduction to education in Tanzania; essays on education for liberation and self-reliance by Julius K. Nyerere; discussions on the integration of formal and non-formal education, experiences in formal schooling and teacher training, and adult education; and reports on research in education. Of particular interest are "Literacy: A Work-Oriented Adult Literacy Pilot Project and a National Campaign" by Simoni Malya and "Literacy and Development: What is Missing in the Jigsaw Puzzle" by Y.O. Kassam. Includes a comprehensive bibliography on the Tanzanian educational reform. 266 pp.

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Institute of Cultural Action (IDAC). Guinea-Bissau '79: Learning by Living and Doing. IDAC Document No. 18. n.d. IDAC, 27 Chemin des Crets, 1218 Grand Saconnex, Geneva, Switzerland.

Poses the dilemma of a newly liberated country, with a history of cruel exploitation, which now faces a 95% rate of national illiteracy. Problems grappled with, however, are relevant to the educational crises prevailing in the rest of the Third World. Addresses with urgent intensity issues relating to how liberation could be realized more fully, through mass education and the contents and purposes of such a program. Cites the experience of a pilot educational program in the typically traditional village of Sedengal, a case which proved that it is possible to design and implement an educational program which uses local resources and wholly caters to the needs of the people. 52 pp.

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Jana Siksha Prochar Kendra. Baganda. n.d. Jana Siksha Proachar Kendra, 57-B College Street, Calcutta 700 073, West Bengal, India.

Report describes an experiment in village development, wherein illiteracy was eradicated within one year. 24 pp.

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The NFE Exchange. "Literacy and Development." No. 17, 1980. Non-Formal Education Information Center, Institute for International Studies in Education, College of Education, Michigan State University, 513 Erickson Hall, East Lansing, Michigan 48824, USA.

This special issue highlights recent literacy training programs worldwide. Special attention is given to Cuba's mass literacy campaign, and to the functional and psycho-social approaches which attempt to integrate literacy with other development efforts. Also discusses problems and issues such as program planners' and instructors' attitudes towards literates, and the availability of reading and writing materials for new literates. Includes an extensive annotated bibliography on literacy. 24 pp.

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Pillai, K. Sivadasan. Education in a New Perspective. 1975. M. Easwaran, College Book House, M.G. Road, Trivandrum-1, India; or K. Sivadasan Pillai, Department of Education, University of Kerala, Trivandrum 695 014, India.

Drawing upon the experiences of several functional-literacy and family-life-planning projects in Kerala state, India, the author discusses functional lifelong education and its importance for Indian development. Particular attention is given to changes in the attitudes of new literates, their reading habits, the achievements of learners in functional-literacy classes, and literacy-class dropouts. 80 pp.

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Unesco. ...to reach the village.... 1974. Unesco, 7 Place de Fontenoy, 75700 Paris, France.

Uses the newspaper Kibaru in Mali as a case in point to show what the public role of a rural newspaper should be. Emphasizes how a rural newspaper can encourage participatory development, facilitate the expression of local needs, extend literacy, and communicate with marginalized villagers. Stresses the value of using local and idiomatic expressions. 16 pp.

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Viertel Jahres Berichte: Probleme der Enwicklungslander. No. 72, June 1978. Verlag Neue Gesellschaft GmbH, Godesberger Alee 143, 5300 Bonn 2, Federal Republic of Germany.

Two articles in this special issue on adult education and development are of particular interest. "Literacy and Adult Education in the People's Republic of Mozambique" reports on the activities of the National Directorate of Literacy and Adult Education. The article also examines the role of literacy in freeing creative initiative and increasing political awareness as a means of facilitating popular participation in national reconstruction. "The Rural Development Campaign in Somalia" by Omar Osman Mohamed and Manfred Wehrmann describes the implementation of a national functional-literacy campaign in the context of a comprehensive rural-development program in Somalia. Intermediate- and secondary-school students served as instructors for the campaign which reached a primarily nomadic population.

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## 8.0 REGIONAL ISSUES

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## 8.1 AFRICA

Fourie, J.J. Adult Education, Literacy Campaigns and Relevant Educational Adaptations for Community Development in Africa. Part I - Fundamental Facts and Principles in Practical Perspective. December 1978. Research Unit for Education System Planning, University of the Grange Free State, P.O. Box 339, Bloemfontein 9300, Republic of South Africa.

An in-depth study of the fundamental facts and principles related to problem areas of a developing educational system in South Africa. Primarily intended for educational planners, this report provides a source of general information and a comparative statistical analysis of adult-education and literacy campaigns in Africa.

**********

International Institute for Adult Literacy Methods (IIALM). Adult Literacy in Africa: Nigeria, Rhodesia, S. Africa, Sudan, Tanzania. 1980. IIALM, P.O. Box 1555, Tehran, Iran.

A bibliography which covers a wide range of topics in the fields of functional and non-formal education. Discusses and evaluates the role of literacy in relation to agriculture, rural industries, health services, and community development, both from a national perspective as well as in terms of individual projects. 12 pp.

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Kenya, Government of/ECA/FAO/UNFPA/UNICEF. Study Tour to Kenya: Visit to Study the Activities of Women and the Programme for Better Family Living, Kenya and Uganda, 13-25 February 1977. United Nations Economic Commission for Africa, P.O. Box 3001, Addis Ababa, Ethiopia.

Report of a study tour in which participants examined the role of women in integrated rural-development, literacy, and population programs. Includes participants' reports on agenices, organizations, and sites visited during the tour. 24 pp. +

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Okraku, L.A. "Literacy and Development." Adult Education and Development. No. 6, March 1976. Department for Adult Education in Developing Countries, Deutscher Volkshochschul-Verband, 5300 Bonn-Bad Godesberg, Heerstrasse 100, Federal Republic of Germany.

Reviews the history of mass literacy campaigns in Ghana and suggests strategies for designing functional-literacy programs. pp. 3-4.

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Unesco. Directory of Adult Education Centres in Africa. 1974. Network of Educational Innovation for Development (NEIDA) Secretariat, Unesco Regional Office for Education in Africa, P.O. Box 3311, Dakar, Senegal.

Presents information on the activities, resources, and publications of adult-education programs in Africa. 130 pp.

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Wainaina, Annie. Integraced Functional Education: Expansion of the Programme to the Divisions. Report Series No. 24. 1976. Programmes for Better Family Living (PBFL)/Food and Agriculture Organization of the United Nations (FAO), P.O. Box 30470, Nairobi, Kenya.

Reports on the expansion of the integrated Functional Education Programme (IFEP) into the Western Division of Machakos District and linkages made between this program and the Women's Group Programme of the Ministry of Housing and Social Services. Examines the IFEP's achievements in organizing group and community projects, working with inter-agency teams, and coordinating and sharing resources. Also discusses some of the problems (e.g., limited training facilities, scarce resources, lack of specialized extension workers, and frequent transfers of staff members) encountered by the IFEP. 23 pp. (Related documents in the PBFL/FAO series include Integrated Functional Education [Report Series No. 13] and Women's Groups in Rural Development [Report Series No. 15].)

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8.2 ASIA

Afghanistan National Directorate of Adult Education and Functional Literacy and Unesco. Regional Field Operational Seminar on Community Participation in Planning and Designing Literacy and Post-Literacy Activities. 1976. National Directorate of Adult Education, Ministry of Education, Kabul, Afghanistan.

Gives information on the methods of operation, issues probed, and conclusions drawn during an experience of joint research between Unesco personnel and representatives of six Asian countries in rural Afghanistan. The other countries involved were Bangladesh, Burma, India, Iran, Nepal, and Sri Lanka. 369 pp.

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Danoewidjojo, Soenarjono. Adult Education in Indonesia with Special Emphasis on Literacy Work. 1973. Directorate of Community Education, Ministry of Education and Culture, Jakarta, Indonesia.

Briefly describes the history of national literacy efforts in Indonesia. Discusses functional-literacy training, post-literacy activities (e.g., follow-up courses and the production of reading materials for new literates), and the results of an evaluation of several literacy programs. 36 pp.

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Doraiswami, Smt. S. Educational Advancement and Socio-Economic Participation of Women in India. n.d. Directorate of Non-Formal (Adult) Education, Ministry of Education and Social Welfare, J-17 Houz Khas Enclave, New Delhi, India.

After presenting a summary of major premises related to the educational advancement of women in general, the author analyzes the level of participation in education by Indian women. Includes a discussion of past and future efforts to provide literacy instruction for women. 33 pp.

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Socio-economic Development Projects, Sama Vesam of Telegu Baptist Churches. Functional Literacy: Aims and Objectives. n.d. S. Benjamin, Director, Socio-economic Development Projects, Sama Vesam of Telegu Baptist Churches, Narasaraopet 522 002, Guntur DR., A.P., South India.

Formulates specific objectives of a functional-literacy project. Also presents format of a family survey questionnaire, and lists sex-differentiated percentages of literate populations belonging to different parishes.

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Unesco. Research and Training in Literacy in Asia and Oceania: Report of a Regional Panel of Experts. 1979. Unesco Regional Office for Education in Asia and Oceania, C.P.O. Box 1425, Bangkok, Thailand.

Reports on the status of literacy research and training in Afghanistan, Bangladesh, Burma, India, Indonesia, Iran, Pakistan, Papua New Guinea, Philippines, Thailand, and Vietnam. Includes policy recommendations. 73 pp.

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## 8.3 LATIN AMERICA

La Belle, Thomas J. Non-Formal Education and Social Change in Latin America. 1976. UCLA Latin American Center Publications, University of California, Los Angeles, California 90024, USA.

A comprehensive overview of non-formal education as it relates to social change and development in Latin America. Chapters 4, 5, and 6 focus on adult literacy and basic education. 219 pp.

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Movimento de Educacao de Base (MEB). Brazil: Basic Education Movement. An Experience in Education for the Rural Poor. 1976. MEB, Rua S. Clemente, 385 Botafogo, Rio de Janeiro, R.J.-20.000, Brazil.

The objectives of the MEB in Brazil could be summarized as an endeavor towards conscious awareness, a process of general education, and an initiation or qualification for work. This report outlines the structure of the MEB and the policies and strategies designed to reach these objectives. Also provides a glimpse of its wide spectrum of activities through selected examples of diverse development experiences ranging from radio programs to the formation of community councils. 27 pp.

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White, Robert A. La Educacion Basica y Cambio Estructural: Las comunicaciones masivas y la promocion popular como estrategia para el desarrollo rural en Honduras. 1978. Accion Cultural Popular, la Division Internacional, Apartado Aereo 7170, Bogota, D.E., Colombia.

A study of the process and effectiveness of an integrated, non-formal education program for rural adults in Honduras. Through the use of radio schools, Accion Cultural Popular Honduras (ACPH) attempts to integrate basic education for adults with the strengthening of community organizations. A network of grassroots organizations, local governing councils, cooperatives, agricultural service and credit programs, and mothers' clubs serves as the foundation for the program which views literacy as a means by which people become more conscious of community problems, their causes, and alternatives for action. The author examines the origins of this social movement, presents extensive data for the years 1961-1972, and analyzes the effectiveness of the resulting non-formal education program in achieving improved literacy, health, and agriculture. He also explores the role of communication in development and discusses other important changes in the daily lives of the villagers. 200 pp. (In Spanish.)

## 9.0 JOURNALS AND NEWSLETTERS, BIBLIOGRAPHIES, AND DIRECTORIES

Adult Education Information Notes. Adult Education Section (Literacy), Adult Education and Rural Development Division, Unesco, 7 Place de Fontenoy, 75700 Paris, France.

A quarterly periodical that reports on literacy and adult-education efforts in Asia, Africa, and Latin America. (Adult Education Information Notes is published in Arabic, English, French, Russian, and Spanish.)

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Afrolit News. Afrolit Society, P.O. Box 72511, Nairobi, Kenya.

Newsletter designed for literacy workers in Africa. Reports on current activities and conferences on adult education and includes articles on the role of literacy in development. Published in French as Nouvelles d'Afrolit.

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Education of the Masses. Arab Literacy and Adult Education Organization (ARLO), P.O. Box 3217, Al-Saadoon Street, 113 Abu Nawwas Street, Baghdad, Iraq.

A specialized periodical that reports on literacy and other adult-education activities in Arab states. (In Arabic with an English supplement.)

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FL News. Directorate of Non-Formal (Adult) Education, Ministry of Education and Social Welfare, J-17 Houz Khas Enclave, New Delhi, India.

A quarterly newsletter for Indian practitioners in the fields of functional literacy and adult education. Includes essays on philosophical issues in education, notes from readers, and reports on experiences in the field.

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International Institute for Adult Literacy Methods (IIALM). Directory of Literacy Journals and Periodicals. 1978. IIALM, P.O. Box 1555, Tehran, Iran.

Covers journals and periodicals which regularly or occasionally publish materials concerning adult literacy. Each entry includes the name and address of the periodical, language, and frequency of publication, subscription and circulation information, and content descriptions. Entries are organized by geographic region. 278 pp.

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International Institute for Adult Literacy Methods (IIALM). Directory of Universities and Institutes Offering Literacy Training Programmes. 1977. IIALM, P.O. Box 1555, Tehran, Iran.

Lists universities and institutes that offer training programs to various categories of literacy personnel. Each entry includes the name and address of the organization, a description of its educational and research programs, and the name of a contact person. Entries are organized by geographic region. 78 pp.

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International Institute for Adult Literacy Methods (IIALM). Literacy Teachers. 1978. IIALM, P.O. Box 1555, Tehran, Iran.

Reviews the literature on literacy teachers, focusing on their personal characteristics, motivation for participating in adult literacy programs, training provided for them, problems encountered in their work, and implications of the research for policy-makers and program organizers. The volume includes annotations of 168 documents. 159 pp.

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Literacy Documents 14,000-14,099. Series D, No. 13. October 1980. Literacy Documentation Service, Agricultural Extension and Rural Development Centre, University of Reading, London Road, Reading RG1 5AQ, England, UK.

Bibliography of 100 documents dealing largely with literacy and non-formal education in the developing world. Nine are in French, four in Spanish, one in Portuguese, and the remainder in English. 11 pp.

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Literacy Link. Australian Council for Adult Literacy, Department of Continuing Education, University of New England, Armidale 2351, New South Wales, Australia.

Published three times a year, this newsletter serves to facilitate the exchange of ideas and information on literacy and adult literacy teaching.

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Literacy Review. International Institute for Adult Literacy Methods (IIALM), P.O. Box 1555, Tehran, Iran.

This journal on literacy and adult education includes book reviews, research papers, reports of projects, and discussions of educational techniques and methodologies. Literacy Review combines two previous journals of IIALM, Literacy Discussion and Literacy Work.

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Literacy Today: A Panorama of Adult Literacy. Literacy House, P.O. Alambagh, Lucknow-5, 226 005, Uttar Pradesh, India.

A bimonthly newsletter on adult education and literacy. Includes essays on current issues in the field, reviews of international seminars and workshops, abstracts of recent publications, and a listing of selected publications in the Literacy House Documentation Center.

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Unesco. General Bibliography of the World Experimental Literacy Programme. UN Publication Ed.74/WS/41. 1974. Unesco, 7 Place de Fontenoy, 75700 Paris, France.

A comprehensive bibliography of documents related to the Experimental World Literacy Programme (EWLP). Includes separate lists of materials for each of the 11 EWLP projects. 206 pp. (In French.)

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10. RECENT ACQUISITIONS

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Adult Literacy Organization (ALO). Literacy for Adults in Zimbabwe. 1980. ALO, P.O. Box 4480, Salisbury, Zimbabwe. 17 pp.

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Bhola, H.S. Writing for New Readers: A Book on Follow-up Books. 1981. Deutsch Stiftung fur Internationale Entwicklung, Simrockstrasse 1, Postfach 12 05 18, 5300 Bonn 1, Germany. 190 pp.

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Cavieres, Sergio Cornejo et al. Alfabetizacion en Poblacion Rural: 41 Programas Esudiados. Secretarioado de Communicacion Social, Centro Latinoamericana de Educacion de Adultos, Casilla Postal 16417, Correo 9, Santiago, Chile. 55 pp. (In Spanish.)

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Cotterell, F. Peter (ed.). Language and Media Supports for Non-Formal Adult Basic Education. 1977. Afrolit Papers No. 2. Afrolit Society, Box 72511, Nairobi, Kenya. 124 pp.

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Diallo, Abdoul. Functional Literacy in the Fifth Region of Mali: A New Era for the O.M.M. Farmer. 1980. Direction de l'Enseignement Superieur de la Recherche Scientifique, Ministere de l'Education Nationale, Bamako, Mali. 95 pp. (In English.)

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Dievler, Anne (compiler). Literacy, Education and Health Development: Annotated Bibliography. Prepared for the Symposium on Literacy, Education and Health Development, March 1981, Ann Arbor. 1981. Department of Health Planning and Administration, School of Public Health, University of Michigan, Ann Arbor, Michigan 48109, USA. 18 pp.

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Gorman, T. Language and Literacy: Current Issues and Research. 1977. International Institute for Adult Literacy Methods, P.O. Box 1555, Tehran, Iran. 301 pp.

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Hunter, Carman St. John, with David Harman. Adult Illiteracy in the United States: A Report to the Ford Foundation. 1979. McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020, USA. 206 pp.

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International Institute for Adult Literacy Methods (IIALM). Adult Literacy in Africa. 1980. IIALM, P.O. Box 1555, Tehran, Iran. 12 pp.

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International Institute for Adult Literacy Methods (IIALM). Teaching Reading and Writing to Adults: A Sourcebook. 1977. IIALM, P.O. Box 1555, Tehran, Iran. 646 pp.

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Jesudason, Victor, Prodipto Roy, Anita Dighe, and B.B. Chatterjee. Outcomes of Literacy: How to Measure Them? Paper presented at the Symposium on Literacy, Education and Health Development, March 1981, Ann Arbor. 1981. Department of Health Planning and Administration, School of Public Health, University of Michigan, Ann Arbor, Michigan 48109, USA. 32 pp.

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Jennings, James. Report of Seminar: Functional Literacy Classes, Village Development and Training Program. 1980. Friends in Village Development Bangladesh, P.O. Box 70, Sylhet, Bangladesh. 8 pp.

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Okedara, J.T. Brief Report on the Experimental Literacy Project in the Department of Adult Education, University of Ibadan, Ibadan, Nigeria. 1980. J.T. Okedara, Department of Adult Education, University of Ibadan, Ibadan, Nigeria.

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Oxenham, John. Literacy: Writing, Reading and Social Organization. 1980. Routledge and Kegan Paul, 39 Store Street, London WC1E 7DD, England, UK; 9 Park Street, Boston, Massachusetss 02108, USA; or Broadway House, Newtown Road, Henley-on-Thames, Oxon RG9 1EN, UK. 141 pp.

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Read. Vol. 16, No. 1, April 1981. Read Magazine, Box 233, Ukarumpa via Lae, Papua New Guinea. 48 pp.

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Stringer, Mary and Joice Franklin (eds.). Reports of Vernacular Literacy Programmes. Workpapers in Papua New Guinea Languages, Vol. 28. 1980. Summer Institute of Linguistics Printing Department, Ukarumpa, E.H.P., Papua New Guinea. 68 pp.

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United Mission to Nepal. Functional Literacy/Health Education, Shanta Bhawan Project, Community Health Program, Lalitpur District. 1980. United Mission to Nepal - SBH-CHP, Post Box 252, Kathmandu, Nepal.

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World Education, Inc. AIM: A Creative Approach to Teaching Adults. 1974. World Education, Inc., 251 Park Avenue South, New York, New York 10010, USA.

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World Education, Inc. AIM: Discussion Units. 1974. World Education, Inc., 251 Park Avenue South, New York, New York 10010, USA.

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THE STAFF OF THE

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